Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

1. Interpretive
   * Students will be assigned to analyze primary and secondary sources
   * Students will develop and write their own interpretation of what happened in their own words using supporting evidence
2. Emphasis on narratives
   * Students explore the narratives of the major events preceding the American Revolution
   * Students examine the narratives told during the American Revolution. An example would be reading an excerpt from Thomas Paine’s “Common Sense.”
   * Setting is the mid to late 1700’s
   * Characters include the British soldiers (Loyalists,) the King of England, and the American Colonists(Federalists)
   * The problem was being ruled unfairly, and unjustly
   * The problem resulted in the Constitution and other documents that developed the American Democracy.
3. Not just about Politics
   * This unit’s summative assessment requires students to chose figures from the American Revolution time period, these figures include women and African Americans , websites are provided for students to choose from.
   * There will also be a mini lesson covering the topic of Native Americans before and during the Revolution.
4. Purposeful
   * The ultimate purpose for this unit is to help students understand how we achieved the democracy government we live in today. Students will make personal and current day connections from the past to now.
5. In-Depth Learning
   * Students not only learn facts, but also learn different narratives, perspectives, and will utilize, and analyze primary and secondary resources.
   * Students will develop presentations, projects, and papers to show in-depth learning.
6. Disciplined Inquiry
   * Throughout the lesson students will be encouraged to ask questions during initiation activities, lectures, analytical activities, and even readings.
   * Students use and apply knowledge in an authentic assessment at the end of the unit.
7. Teacher Scaffolding
   * I will model the activities before letting the students do their independent work
   * Provide Rubrics, standards and outlines to help students succeed.
   * Students will partly contribute to the rubrics
   * Students will answer probing questions asked throughout the lessons in this unit.
8. Constructive Assessment
   * Students will be monitored throughout the unit through peer to peer discussions, class discussions, one on one check in, observations, graphic organizers, projects, typed research paper, and a final presentation.

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.